

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">             RECEIVED              TEXAS EDUCATION              AGENCY              014 MAY 13 PM 1:35              DOCUMENT CONTROL CENTER              DISCRETIONARY GRANTS           </div>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	
<b>Submittal information:</b>	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin TX 78701-1494         </div>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Trinity ISD	228903	Trinity High School	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
17460024122	6	8	794545603
Mailing address		City	State ZIP Code
PO BOX 752		Trinity	TX 75862-

**Primary Contact**

First name	M.I.	Last name	Title
Barry	D	Coleman	Director of Technology
Telephone #	Email address		FAX #
936-594-3569 x1100	bcoleman@trinityisd.net		936-594-8425

**Secondary Contact**


First name	M.I.	Last name	Title
Luann	L	Gallant	Business Manager
Telephone #	Email address		FAX #
936-594-3569	lgallant@trinityisd.net		936-594-8425

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Dave		Plymale	Superintendent of Schools
Telephone #	Email address		FAX #
936-594-3569	dplymale@trinityisd.net		936-594-8425
Signature (blue ink preferred)		Date signed	

  
 Only the legally responsible party may sign this application.

701-14-107-215

**Schedule #1—General Information (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	X	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	X	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	X	<input type="checkbox"/>
6	Program Budget Summary	X	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	N/A	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	N/A	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	X	<input type="checkbox"/>
13	Needs Assessment	X	<input type="checkbox"/>
14	Management Plan	X	<input type="checkbox"/>
15	Project Evaluation	X	<input type="checkbox"/>
16	Responses to Statutory Requirements	X	<input type="checkbox"/>
17	Responses to TEA Requirements	X	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	<b>Not Applicable</b>	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.		Not Applicable	
2.			
3.			
4.			
5.			
6.			
7.			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Project Design** - The Trinity ISD (TISD) Technology Lending Program Grant (TLPG) will focus on our students in 8<sup>th</sup> and 9<sup>th</sup> grades (approximately 210 students). Trinity ISD consists of three (3) campuses – 1 high school, 1 junior high school and 1 elementary campus with 1,260 students and 991 of these students or 78.7% are classified as "economically disadvantaged" and 671 or 53.3% are classified as "at-risk". We feel that the design of our proposed project includes processes and activities that are of sufficient quality and scope to ensure equitable access and participation among all eligible participants while maximizing the utilization of equipment and resources.

The district's TLPG grant will focus on 2 of our campuses, the High School and the Junior High School and our students in grades 8 and 9 and will include all content areas.

**Campus/Grade Level Most In Need –Trinity High School and Trinity Junior High School – Grades 8 and 9 – 210 students.** (*Grant-Specific Criteria - More than one campus will participate in the Technology Lending Program Grant. (4 points)*)

Using TLPG grant funds, the district will provide access to Chromebook computers for students in grades 8 - 9 to implement a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. This will allow students to have access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week (24/7).

The program will also provide new teaching and learning practices in the classroom that extend to home and encourage teachers to incorporate innovative models to meet the needs of students and prepare students for college and careers. Technology enables learning opportunities and student productivity that extends beyond the walls of the classroom, and this transformation requires appropriate technology, electronic instructional materials and resources, and connectivity to access these resources.

If funded, TISD will be able develop the following practices and polices:

- Curriculum redesign to incorporate new technology and electronic instructional materials;
- Classroom instructional strategies that include student devices for learning at school and at home;
- Policies to address the use of technology to support school and home use;
- Electronic instructional materials in lieu of traditional print instructional materials;
- Professional development goals and activities that incorporate the use of technology for instruction and learning opportunities; and
- Programs to check-out and use technology and to provide Internet access.

The district can also move forward with the implementation of electronic instructional materials for all content areas while ensuring access for students through loaned equipment for learning at school and at home.

The district has a limited technology lending program. We have been able to provide a comprehensive technology lending program with the help of several large grants. (*Grant-Specific Criteria - One or more participating campuses has an established technology lending program. (4 points)*).

The district will provide home internet access for students who do not have access at home. The district's proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points)

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The district does not have sufficient funds to implement a lending program without TLPG grant funds. Funds provided under the Instructional Materials Allotment (IMA) or other funding sources are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.

In our English Language Arts classes, teachers and students are using Kindles and the Kindle App to promote a love of reading and to assist our struggling and ESL readers with the text-to-speech options. In Math, students use apps like Geogebra and Khan Academy to have a greater understanding of mathematical concepts. History and Sciences classes use Discovery Education and United Streaming to conceptualize things like ecosystems and the causes for the Civil War. Our Middle School is working on Discovery Approach Learning and use instructional technology on a daily basis to help students push the boundaries of what they know and help them transform their ideas into realities. Our PK-2 teachers use iPads in centers to promote literacy, letter formation, and math facts. Our high school also uses A+ credit recovery to fulfill students' graduation requirements when they are unsuccessful in a mainstreamed classroom. All teachers and students have the ability to access Google Drive and Google Apps for Education. Many of these resources reinforce our constructivist philosophy to teaching and learning: a real-world, inquiry based approach. **(Grant-Specific Criteria - One or more participating campuses is using electronic instructional materials in more than one foundation curriculum subject area. (2 points)**

TISD staff has been trained on all locally adopted technology as it relates to their teaching assignment when the technology is implemented. Ongoing training continues as hardware/software evolves or is revised. The district utilizes the Region Education Service Center and the Texas Computer Education Association for training. The district also employs a full-time Technology Director who provides ongoing technology training to staff at point of need.

Trinity ISD will be requesting \$97,215 to serve 210 students which is about \$231 per student per year over a 2 year time period. **The costs reflected in the district's budget are appropriate for the results expected. (7 points)**. Due to the grant requirements, the district will only be requesting Internet capable devices and home internet service in our budget. All **district expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points)**

The district assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014 - February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1<sup>st</sup> year of the grant period (August 31, 2015) to ensure full program implementation through August 31, 2016.

The district's long-range technology plan is for each TISD campus to reach the "**Target Tech**" stage. The first step needed to obtain the "Target Tech" state is - **Students per computer ratio: One student per computer.** This grant program funding will facilitate the accomplishment of TISD's objectives in our District Technology Plan.

**The objectives, strategies, activities, and desired results of our TLGP program are clearly specified and are measurable. (4 points)**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: <b>228-903</b>	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32	
Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$18,235	-	\$18,235	
Schedule #9	Supplies and Materials (6300)	6300	\$78,980	-	\$78,980	
Schedule #10	Other Operating Costs (6400)	6400	-	-	-	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	-	-	-	
Total direct costs:			\$97,215	-	\$97,215	
Percentage% indirect costs (see note):			N/A	-	-	
Grand total of budgeted costs (add all entries in each column):			\$97,215	-	\$97,215	

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200)**County-district number or vendor ID: **185-903**

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: <b>Internet Service</b>		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: <b>\$38 per month for 2 years for 20 devices</b>		
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
1	Contractor's payroll costs      # of positions:	\$18,235
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$18,235

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200)**County-District Number or Vendor ID: **185-903**

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Insurance Coverage		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:			
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200)**County-District Number or Vendor ID: **185-903**

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$18,235	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		-	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$18,235	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		-	
(Sum of lines a, b, c, and d) Grand total		\$18,235	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #9—Supplies and Materials (6300)</b>							
County-District Number or Vendor ID: <b>228-903</b>					Amendment number (for amendments only):		
<b>Expense Item Description</b>							
<b>63XX</b>	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:						<b>Grant Amount Budgeted</b>
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			\$
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
<b>6399</b>	<b>Technology Hardware—Not Capitalized</b>						
	<b>#</b>	<b>Type</b>	<b>Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Grant Amount Budgeted</b>	
	1	Dell Chromebooks	Support Technology Lending Program	240	\$299	\$71,780	
	2	AT&T Unite MiFi Device	Support Technology Lending Program	20	\$0.99		
	3						
	4						
	5						
6399	Technology software—Not capitalized – Chrome OS					\$7,200	
6399	Supplies and materials associated with advisory council or committee					-	
Subtotal supplies and materials requiring specific approval:						-	
Remaining 6300—Supplies and materials that do not require specific approval:						-	
<b>Grand total:</b>						<b>\$66,000</b>	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:****210**

Category	Number	Percentage	Category	Percentage
African American	47	N/A	Attendance rate	96.0%
Hispanic	48	N/A	Annual dropout rate (Gr 9-12)	0.5%
White	112	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	159	78.7%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	12	5.7%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	DNA	DNA	Average ACT score (number value, not a percentage)	N/A

**Comments**

These values are for the current year's 7<sup>th</sup> and 8<sup>th</sup> grade students, while the grant will serve them as 8<sup>th</sup> and 9<sup>th</sup> graders next school year. The subpopulation numbers do not include three students who belong to multiple ethnicities.

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	-	-	-	-	-	-	-	-	-	107	103	-	-	-	210
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	-	-	-	-	-	-	-	-	-	107	103	-	-	-	210

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Needs Assessment**

The district utilized local discretion in planning and designing the Trinity ISD **Technology Lending Program Grant (TLPG)** grant program to support the unique needs of our students and to carry out the legislative intent supported by the Texas Education Code (TEC), Subchapter E, Technology Lending Program Grants, Sections 32.201-.205.

**Assessment Process:**

A comprehensive needs assessment is performed each school year through a locally-developed assessment instrument, as well as surveys and interviews of the teachers and administrators of our district, review of the district and campus improvement plans, the district metrics provided by the Texas STAAR Chart and the results of required testing. The needs assessment process is designed to analyze the current status of technology resources and technology integration in the district, and to identify future needs. Items analyzed during the assessment include the adoption of technology into the curriculum, equitable access to technology resources, ongoing professional development, the district's technology infrastructure, and available software and applications. This assessment process identified the current needs of our existing lending program and helped us to prioritize those needs that would derive the greatest benefit by both direct and indirect means.

This is exemplified by our decision to replace the unsuitable iPads at 8th and 9th grades with a much more suitable device, which will at the same time allow us to continue and expand the number of iPads at our lower grade levels. We will also be able to concentrate our limited funding on replacing the well-worn MacBook's at the highest three grade levels, and covering any other costs incurred with the deployment of the grant-funded devices. In effect, we are more than doubling the available funding by eliminating the need to purchase future iPads and also freeing our future Instruction Material Allotment (IMA) funds to purchase instructional materials. This grant would also mean that we are able to, for the first time, provide cellular Internet access that will allow disadvantaged students to access the Internet at home, just like their more affluent classmates. The level of involvement and commitment to our program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points)

The following are TISD's technology needs according to our District Technology Plan:

**Instructional Needs:**

- Increased focus on technology integration in all content areas
- Professional development opportunities for all employees
- Standardized TEKS-based software and electronic resources
- Increased distance learning opportunities
- Increased community access to district technology resources
- Provide a device so that students can access content materials online 24/7

**Technical/Hardware Needs:**

- Replacement of obsolete equipment and resources
- Continue to protect the district's computers and files with virus protection software
- Additional wireless capabilities
- Regular network upgrades to maintain speed and reliability
- Ability to provide home Internet access
- Ability to provide students with devices including Internet to take home

TISD is focusing on **210 students**, in **grades 8 - 9**. We will include all content areas.

The district feels that the details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve academic achievement in all content areas.	Through funding from the TLPG, the district will be able to provide students devices with Internet access to use 24/7 including from home in order to utilize electronic instructional materials in lieu of traditional print instructional materials as well as new, up-to-date resources online.  Provide devices to students especially economically disadvantaged and special education students.
2.	Provide students with Internet capable devices through a Lending Program to take home or use at school in order to access online instructional materials.	Through funding from the TLPG, the district will be able to provide students devices with Internet access to use 24/7 including from home in order to utilize electronic instructional materials in lieu of traditional print instructional materials as well as new, up-to-date resources online.  Provide devices to students especially economically disadvantaged and special education students.
3.	Provide professional development training to staff in technology and online instructional materials. (This will be paid from local funds.)	The district will provide ongoing professional development to all staff regarding technology and new online instructional materials. Staff will also need guidance as to how to incorporate technology into curriculum especially for students participating in the lending program.
4.	Redesign curriculum resources to incorporate new technology and electronic instructional materials. (This will be paid from local funds.)	As the district adopts electronic instructional materials in all content areas, there will be a need to redesign curriculum resources to incorporate technology. By providing students access to devices on a 24/7 basis, curriculum specialist will also need to include 21 <sup>st</sup> century activities for students using these devices.
5.	Develop policies to address the use of technology to support school and home use. (This will be paid from local funds.)	If funded, the district will need to develop policies to address the use of technology to support school and home use of instructional materials as well as policies for the lending program.  <i><u>As the result of a our assessment effort, specific needs have been identified and strategies to address those needs have been described. (10 points)</u></i>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #14—Management Plan**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	<u>David Plymale</u> – Superintendent Trinity ISD. He is responsible for providing district level support for the implementation and final accountability for program implementation. The superintendent is also responsible for the contract between the district and the service providers.
2.	Campus Principals	The campus principals and will be providing day to day campus level support and accountability for the grant project implementation, as well as provide oversight for all other campus staff and the Project Manager.
3.	Project Manager/ Technology Director	<u>Barry Coleman</u> - Director of Technology - Associates degree in Network Admin, 19 years experience working on/with technology, maintaining networks, laptop/computer repair, A+ certified, with 10 years in the education field. This position will bring a great deal of experience in our technology innovation programs to the district's grant program. The Project Manager will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed. <u>Carrie Ross</u> - Curriculum and Instructional Technology specialist, 5 years integrating and working with technology in a 1:1 classroom environment, educational technology conference presenter, TCEA Area 6 Director.
4.		<u>TISD qualifications and experience of program personnel are of sufficient quality and depth to ensure successful implementation. (5 points)</u>

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve academic achievement in all content areas.	1. Increase STAAR Percent at Level III/Advanced all grades for all content areas by 2% by the end of Year 1.	10/01/2014	08/31/2016
		2. Increase STAAR Percent at Level III/Advanced all grades for all content areas by 2% by the end of Year 2.	10/01/2014	08/31/2016
		3.	10/01/2014	08/31/2016
	Provide students with Internet capable devices through a Lending Program to access online instructional materials.	1. Provide students in grades PK-12 with Internet capable devices to take home or use at school through a lending program within 90 days of grant award.	10/01/2014	08/31/2016
		2. Provide training to students and parents on the lending program within 90 days of grant award.	10/01/2014	08/31/2016
3.	Develop a Technology Lending Program Policy	1. Develop a lending program policy for all students, parents, and staff to sign within 90 days of grant award.	10/01/2014	08/31/2016
		2. Provide training to parents and students on the lending program within 90 days of grant award.	10/01/2014	08/31/2016
4.	Provide PD to staff.	1. Through local funding, train all staff regarding the technology lending program within 90 days of grant award.	10/01/2014	08/31/2016
5.	Develop policies to address the lending program.	1. Using local funding, develop policies and procedures regarding the use of technology and the devices regarding the lending program.	10/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the NOGA

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We have been able to provide a comprehensive technology lending program with the help of several large grants from TEA, including the STAR grant and Vision20/20 cycles 1 and 2. Our goal with this program has been to put the best devices, professional development, and procedures in place to ensure that our teachers and students have the best technology that we can possibly afford to offer. Great technology takes constant evaluation, carefully implemented changes to keep up with changes in technology, and to adapt to issues that arise. Toward this end, we have an established set of forms specific to each type of device that takes care of describing any damage a device may suffer, including accidental damage, intentional damage, manufacturer defects, and theft/loss. The current iteration of our "Student/Parent Laptop Agreement" includes no upfront program fee and up to \$50 damage for the first incident, with \$100 for the second in the same year. This pays for the repair deductible on our Apple iPad devices and towards parts to repair damaged MacBook's. Our status as an Apple Authorized Service Provider (ASP) allows us to obtain repair parts at a discount and to perform most warranty repairs in-house. Devices are checked out to students from their campus helpdesk location at the beginning of the year once the program prerequisites are fulfilled. These prerequisites include the aforementioned S/PL agreement that must be signed by the parent and their student. The form includes check boxes to allow the parent or guardian to prevent the student from being allowed to take a device home. There is also the parent orientation requirement that requires either the parent's or guardian's presence at one of several orientation meetings that are held at the beginning of the year, or their signature stating that they have watched the orientation presentation at home on DVD. The student's name, device unit number, serial number, documentation status, and damages are recorded in a Google Drive spreadsheet that is accessible from any location by technology staff. If a student's device is damaged, they are instructed to return it to the campus helpdesk for repair, service, or replacement with a loaner device. Changes in policy are communicated with staff via email and regular staff meetings. We communicate with parents and students through postings on social media sites such as Facebook and Twitter, the district website, and the local newspaper. Public notices of district policy changes are discussed at board meets whose agenda is also broadcast over the local radio station, posted at central office, and on school bulletin boards.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a district committed to creating a learner-centered environment that provides hands-on, authentic engagement for students with 24/7 access to instructional materials, we currently have a 1-1 initiative at grades 3-12, with iPads at grades 9 and below and aging (mid 2010 or older) Apple MacBook's for grades 10-12. The iPads have proven unsuitable for use in the 9th grade classes, especially in English Language Arts, and it is the consensus of the technology department, the high school administration, curriculum specialists, and teachers that we replace them with Chromebooks running the Chrome OS. It was the initial intention to continue implementation of the iPad program to encompass grades 10-12. With the cost of refreshing aging MacBook's and replenishing damaged iPads, the district technology leaders decided that a cost-effective alternative was needed. Chromebooks became our preferred solution since they are easier to use for creating typed documents, less of a distraction in the classroom, and easier to manage at all levels. The grant funds will allow us to repurpose the 9th grade's iPads as replacements for irreparable devices during the year in grades 3-8 and to increase their presence in PK-2 where they are more suited. We will utilize all available funding, including E-rate and local funding, to eventually complete this Chromebook transition at the secondary level. The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing project tasks. (5 points)

Teachers meet weekly on Wednesdays in Professional Learning Communities (PLCs). Along with disaggregating data and developing lessons that are rigorous and engaging, teachers will receive training on how to incorporate technology into their curriculum from the district instructional technology specialist. Teachers are encouraged to provide feedback on specific areas of training needed and issues that may arise through the use of surveys and discussions in PLCs throughout the school year. The methods of TISD's evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 points)

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Grant evaluation documents: 90 Strategy Reports and Quarterly Reports	1.	Develop 90 Strategy Plans – to plan upcoming activities.
		2.	Develop Quarterly Reports – to report activities that were completed.
2.	End of course and/or End of semester tests. STAAR results.	1.	Review, analyze and report grade test results in January 2015 to gauge if students are on track including economically disadvantaged and special education students.
		2.	Review, analyze and report STAAR results in 2015 to gauge if students are on track including economically disadvantaged and special education students.
3.	Performance Measures	1.	Number and percent of students who checked out a device as part of the technology lending program by grade level.
		2.	Number and percent of eligible economically disadvantaged students participating in the technology lending program.
		3.	Number and percent of eligible economically disadvantaged students who had Internet access installed in their residences as part of the technology lending program.
4.	Performance Measures	1.	Number and names of courses using digital content on each participating campus.
		2.	Number and percent of teachers on participating campuses assigning work to students as a result of the technology lending program.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

*Data collection methods and schedule - Data will be collected by four primary methods and TISD's formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project (2 points) TISD's evaluation provide for examining the effectiveness of program strategies. (2 points)*

Collection Method	Description of Data Collection	Data Collection Schedule
Interviews and Focus Groups	Interviews with Project personnel, students, family, and community members. Purpose is to assess: a) needs of individuals; b) how Project met needs; c) Project strengths and weaknesses; d) Project benefits; e) changes needed to better meet identified needs	Beginning, middle, and end of Project Activities. Completed 4 times per year.
Observation	Evaluators observe site activities using standard observational protocols.	8 times per year at each site
Surveys	Surveys based upon information required for Annual Performance report Indicators. Survey will follow up on issues from interviews and focus groups.	Surveys done 4 times per year per site.
Extant & Project Data	School and Project attendance, school.	Data collected monthly or as it is available.

*The evaluation design includes processes for collecting data, including program-level data and student-level academic data (such as achievement results and attendance data). (3 points)*

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD's **Technology Lending Program Grant (TLPG)** funds will be used to supplement an existing Technology Lending Program consisting of Chromebooks both with and without Internet access. Through these new devices students will be able to access and use electronic instructional materials at school or at home on a 24/7 basis.

Funding will be used as follows:

**Equitable Access for All Students**

The goal our program is to ensure that **all students**, including **economically disadvantaged students and students with disabilities**, have dedicated access to a **personal technology device**. The district will leverage existing personal technology devices and ensure every student participating in the grant program has dedicated access through the lending grant program. The district will develop a systematic process for students to check out and check in the equipment that ensures equity among participating TISD students. TISD teachers and the Project Director will coordinate the sharing and use of lending equipment through new or updated procedures. The district will develop and implement a *Technology Lending Agreement* that will be provided to students and parents who check out devices. The district will use grant funding for the following:

**Purchase technology devices** that best provide equitable access to digital content for students, including but not limited to laptops, tablets, and other personal devices. Technology device purchase may include the operating system, productivity software (i.e., applications dedicated to word processing, spreadsheets, etc.), and a carrying/storage case. The district will purchase 240 Chromebooks for school and home use, with home internet access for a total cost of \$71,760. The district feels that *the costs reflected in the budget are appropriate for the results expected. (7 points) and the budget which includes materials only, per grant instructions, adequately supports the activities outlined in the grant proposal. (10 points)*

**Residential Internet access**, for students, particularly economically disadvantaged students, who check out equipment as part of the technology lending program will be provided with devices with Wi-Fi capability that can be used in the student's residence. The district will develop and implement a *Technology Lending Agreement* that will be provided to students and parents who check out devices. The district has budgeted \$18,235 for home Internet access.

Through the **Technology Lending Program** students will have the resources to access and use TISD's electronic instructional materials.

**Professional Development for Teachers in the Use of Digital Content** - Professional development for teachers in the use of digital content has already been provided prior to applying for this grant. Any professional development that is provided during the first three months of the grant period will be provided with **non-grant funds**. Professional development is not an allowable cost for TISD's TLPG grant program.

***TISD assures that funds provided under the Instructional Materials Allotment (IMA) or other funding sources are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.***

***The district's proposed TLPG program is appropriate to and will successfully address the needs of the target population. (8 points)***

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently owns iPads and MacBook's that were purchased with various funds. These funds include IMA, ERate, previous grants, and local funds. Devices at the elementary remain in the classroom with the option for students to check out the device to take home. The middle school and high school campuses have greater device access outside of the school day. Teachers each have a MacBook and an iPad that they are free to use while employed with the district. Educators whose students will be using grant-provided devices in their classrooms will still have access to additional or alternative platform devices when needed for specific projects.

Each student at the third grade level and above currently has access to an internet enabled device that can be taken home each day, as determined by the classroom teacher, with the permission of their parent or guardian. This ability represents the expenditure of hundreds of thousands of dollars of federal, state, local, and grant funding over the last several years, including cycle one of the TPLG, and Trinity ISD's commitment to providing the best possible technology to our students. Our main purpose in applying for this Technology Lending Grant is to help perpetuate our own program by enabling us to replace the unsuitable, tablet-like iPads at these two grade levels with a much more suitable device, while at the same time allowing us to continue and expand the number of iPads at our lower grade levels. In effect, we are more than doubling the available funding by this process. This grant would also mean that we are able to, for the first time, provide cellular network access that can allow students to access the internet at home, just like their more affluent classmates. We will also be able to concentrate our limited funding on replacing the well-worn MacBook's at the upper three grade levels, and covering any other costs incurred with the deployment of the grant-funded devices, including wireless upgrades, repairs, and accessories.

The district will use other sources of funding such as local funds, Title I, Title III, Part C (Migrant), state comp, Bilingual, and state funds.

If funded through this grant program, the district will ensure that students in grades PK - 12 will have dedicated access to a technology device on an as needed basis.

If future funding becomes available the district will use those resources in a cohesive manner to support efforts to ensure students have dedicated access to a technology device.

All of the district's expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points)

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The vision of Trinity ISD is creating global citizens who are prepared for success in a digital world. Our strategic objective to achieve this vision is that every student will be taught to think innovatively and critically in order to become life-long learners in a vibrant, 21st Century digital world. The Technology Lending Program will enable Trinity ISD to fulfill this obligation to our students by helping us:

- Implement best practices that incorporate differentiated instruction and project-based learning, along with innovative technology resources into classroom instruction.
- Provide research-based professional development for best practices, differentiated instruction, project-based learning, and technology integration into the curriculum.
- Ensure student performance data is used to drive curriculum development and modify classroom instruction for a 21st Century learning environment.
- Create meaningful opportunities for students to demonstrate mastery of the curriculum and higher order thinking skills through relevant and appropriate assessment.
- Commit to meeting our students' requirements through a documented and quality curriculum, and by measuring our performance for continuous student improvement.

**Research**

Online learning in many forms is on the rise in schools of all types across the country. Students in many parts of the country now have a long list of choices when it comes to e-learning. The menu of options often includes full-time, for-profit virtual schools; state-sponsored virtual schools; supplemental online learning courses offered by brick-and-mortar schools; and charter schools presenting a hybrid option of digital material coupled with face-to-face instruction.

The International Association for K-12 Online Learning, or iNACOL, estimates that more than 1.5 million K-12 students were engaged in some form of online or blended learning in the 2009-10 school year. At the end of 2010, supplemental or full-time online learning opportunities were available in at least 48 of 50 states, plus the District of Columbia (iNACOL, 2010). *The design of our proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points)*

The technology lending program aligns with the district's existing mission and goals as indicated in our Technology Plan, Campus and District Improvement Plans. Technology

The lending program will also align with the District Improvement Plan, Campus Improvement Plans, and our Technology Plan.

*The district's grant program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 points)*

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD administration reviewed the latest data on each of our campuses and through that review, based on teacher input, student tests scores, and other relevant data, determined to provide technology devices for ALL PK - 12 grade students at ALL campus.

The Trinity ISD (TISD) **Technology Lending Program Grant (TLPG)** will focus on **our students in 8<sup>th</sup> and 9<sup>th</sup> grades** (approximately **210 students**). Trinity ISD consists of **three (3) campuses** – 1 high school, 1 junior high school and 1 elementary campus with **1,260 students** and **991 of these students or 78.7%** are classified as **“economically disadvantaged”** and **671 or 53.3%** are classified as **“at-risk”**. We feel that the design of our proposed project includes processes and activities that are of sufficient quality and scope to ensure **equitable access and participation** among all eligible participants while maximizing the utilization of equipment and resources.

The district's TLPG grant will focus on 2 of our campuses, the High School and the Junior High School and our students in grades 8 and 9 and will include all content areas.

**Campus/Grade Level Most In Need –Trinity High School and Trinity Junior High School – Grades 8 and 9 – 210 students.** (***Grant-Specific Criteria - More than one campus will participate in the Technology Lending Program Grant.*** (4 points))

There are three campuses in Trinity ISD. We are targeting the junior high and high school campuses with this grant so that we can replace devices at the end of their life cycle, extend the life of those that are still usable and repurpose the unsuitable devices currently in use at these levels. The elementary and middle school campuses have a one-to-one iPad program in place. However, the transition to iPads at the secondary level has proven to be ill advised because of the propensity of iPads to be used for off-topic purposes, the lack of an attached keyboard for content creation, and the lack of robust and user friendly classroom content controls clearly demonstrate that they are not the solution at this level.

Through a thorough needs-based assessment consisting of surveys, input from teachers and administrators, STAAR and Benchmark testing analysis and upon recommendations from the District and Campus Site-Based Committees, it was decided that Grades 8 and 9 would be the best target area. The students in these grade levels have traditionally performed low on standardized assessments, and in order to prepare students for success on exit level testing, it is imperative to provide them an appropriate foundation that we believe will be enhanced by use and access of Chromebook devices. Additionally, teachers in these grade levels have shown extremely high interest in implementing the Discovery Approach Learning (DAL) model of problem-based learning. Digital resources and access are critical in the successful implementation of DAL in allowing students to become true 21st Century learners.

Using TLPG grant funds, the district will provide access to 240 Chromebooks for students in grades 8 - 9 to implement a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. This will allow students to have access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week (24/7).

The TLPG grant funded devices will have home access to the Internet, students with the greatest need including those who are economically disadvantaged and special education students will be served first.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity ISD is a school geared to lead the way in 21st century education. In our current curriculum, technology is a part of, instead of on the side, of instruction. In this respect, technology is an integral part of maintaining a sound curricular pedagogy. Instructional integration of technology has become the life-line for helping our low socioeconomic students explore a world they might not otherwise have an opportunity to experience. Classroom management policies and practices have been updated and are continually revisited to ensure that, while we are keeping students safe as they navigate the world through technology, they are also free to "power up" whether they are in the cafeteria, in the classroom, in the library, on the school grounds, or at home. In this respect, Trinity ISD strives to ensure that students can learn anytime and anywhere.

The district's strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity ISD is currently using electronic instructional materials in all foundation curriculum subject areas for one or more grade levels.

In our English Language Arts classes, teachers and students are using Kindles and the Kindle App to promote a love of reading and to assist our struggling and ESL readers with the text-to-speech options. In Math, students use apps like Geogebra and Khan Academy to have a greater understanding of mathematical concepts. History and Sciences classes use Discovery Education and United Streaming to conceptualize things like ecosystems and the causes for the Civil War. Our middle school is working on Discovery Approach Learning and use instructional technology on a daily basis to help students push the boundaries of what they know and help them transform their ideas into realities. Our PK-2 teachers use iPads in centers to promote literacy, letter formation, and math facts. Our high school also uses A+ credit recovery to fulfill students' graduation requirements when they are unsuccessful in a mainstreamed classroom. All teachers and students have the ability to access Google Drive and Google Apps for Education. **(Grant-Specific Criteria - One or more participating campuses is using electronic instructional materials in more than one foundation curriculum subject area. (2 points))**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity ISD has been provided varied instructional technology professional development to ensure that teachers have an inherent understanding of devices and classroom integration strategies. Several of our previous grants required substantial investments in, or consisted entirely of professional development. For the past 2 summers, Trinity ISD has partnered with Apple to host a 4 day training geared towards both Elementary and Secondary to acquaint teachers with Apple Devices (both MacBook and iPads) and to provide teachers with strategies on integration techniques and instructional ideas. Trinity ISD has also offered district led courses in Google Apps for Education and Learning Management Systems such as My Big Campus, Edmodo, and Educreations.

Trinity ISD employs two full-time curriculum specialists who have led professional learning communities and spent one-on-one time with teachers regarding iPad apps, Web 2.0 tools, Active Inspire for Promethean Boards, classroom management with technology, and integration strategies. Our teachers and administrators also attend technology conference offerings such as: Technology and Digital Learning Conference at Region 6, TCEA Convention in Austin, and ISTE Conventions in addition to visiting various schools to glean best-practices from around the nation. We also have a cohort of teachers attending the Texas Google Summit in Brenham to learn more about how to further integrate Google Apps for Education into the classroom. Trinity ISD also utilizes the plethora of learning resources from blogs and online professional learning networks.

If additional professional development is needed during grant period, the professional development will be paid with non-TLPG grant funds.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Trinity middle/high school complex will be served by one 50Mbit EIA (Ethernet) circuit, and a gigabit wireless connection to our central office. The speed of this Internet connection was increased at a very modest increase in price by negotiating a three-year contract with our service provider in anticipation of the increased demand the new Chromebooks will likely cause. Wireless network endpoint connectivity is provided by a robust network of Xirrus 802.11A/G/N XN-4 and XN-8 wireless arrays that are centrally managed by a locally hosted XMS wireless controller. Each classroom is also covered by numerous wired network drops for teachers and students to use, if necessary or desired. HP Procurve switches connect each classroom and both secondary campus MDFs and IDF's together via gigabit fiber connections. A full refresh of the wireless network at the middle school campus will allow us to bolster our coverage of the high school campus and common areas by rearranging our existing wireless access points for increased coverage.

The district's infrastructure that will support students' use of the devices, when used on campus, provided through the grant is the following:

- 3 campuses with a network operations center (NOC) at the hub
- 95% wireless 4G coverage throughout the district
- 10/100 speed to the desktops
- Gigabyte backbone to all network switches
- Network file servers
- Email access for staff and students

The district has a Technology Coordinator who will be available for the technology lending program. The district uses ERate funding for the infrastructure of its technical needs. The district will use ERate and local funds to pay for technical support and for network and/or hardware needs. The design of our proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points)

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Broadband data service is sometimes not an option for Trinity ISD students due to the rural nature and low socioeconomic status of the majority of our students. Because of this fact, we plan to purchase a number of AT&T Unite Mi-Fi devices that have an unlimited data plan. This will ensure that every student has the ability to use the internet without data limits and regardless of economic status. Trinity ISD will use data from device requests and usage reports to anticipate future needs.

These devices will remain in the campus technology libraries and will be available for checkout on an as needed basis. Teachers will complete an "Internet Device Request" form when students have an assignment or other classroom project to complete at home. Students who have a true educational need and are coded economically disadvantaged will have highest priority in taking home an internet access device.

The district will purchase Chromebook computers with available MiFi Internet service devices for home Internet access and when not connected to the district's wireless network. We will provide training and instruction as to how to use these Internet service devices. Equipment will be offered to our economically disadvantaged and special education students first. Students and parents will sign agreements so that these Internet devices are used properly and for the intent of the program. These devices will be monitored by the technology department.

There will be a lending program policy and procedure that will be in place for training, eligibility requirements, etc.

For sustainability purposes after the grant funding ends, the district will use ERate funds to sustain the Internet costs.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has one technician/technology applications teacher, who is Google certified, that is available more than half-time during the school day, one full time technician located on the campus and two full time technicians who are located at central office, but assist as required. Google offers extensive training for free or at very low cost through their website or our local Educational Service Center. The Chromebook platform is inherently very low maintenance, as it updates automatically and is centrally managed via Google's online console. However, when a unit needs repair our teachers are trained to enter a helpdesk ticket in our Eduphoria! Help desk system to request service and a loaner machine will be checked out to the student, if the device is unable to be repaired in a timely manner. The simplicity and always connected nature of these devices means that a student should be able to resume their classwork by merely logging in, without having to wait for it to boot-up or transfer their files. The ease of managing/deploying Chromebooks is demonstrated by the fact that we can give the students their device without needing to spend hours laying down a customized image of the operating system. We have been successful at supporting both MacBook's and iPads with our current helpdesk system and the transition to Chromebooks should alleviate much of the time spent on troubleshooting operating system, or equipment age related issues. We will also continue to evaluate our methods for areas of improvement on an ongoing basis.

Technical Support will be provided via the following:

- Through professional development, teachers will be taught basic troubleshooting skills, and will be provided a troubleshooting guide to assist in getting devices up and running.
- Student aides at the high school and junior high school levels will be trained to assist with mid-level troubleshooting, and to assist teachers if they need additional help.
- The Technology Coordinator will be available to provide top-level technical support for all devices as per job descriptions.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD teachers and administrators will develop a procedure for checking in and out devices. The activities will need to be coordinated as to when each student will need to check out devices. Therefore content area teachers will need to work together to plan activities and coursework on a regular basis during staff meetings.

The district's Technology Director will coordinate the TLGP program for staff, students, and parents. The Technology Director will also develop a *Technology Lending Agreement* that will be provided to students and parents who check out devices. The Technology Director will also update the district's Technology Plan to include the TLGP program.

Campus staff will contact the Technology Director in order to arrange for students to check equipment in and out. That specific process will be determined by the Technology Director.

Students and parents will be required to attend training for the lending program prior to checking out equipment.

Students will be required to demonstrate grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS prior to checking out equipment.

Parents, students and staff members will be required to sign the technology lending agreement prior to the release of equipment to students and/or parents.

Teachers and staff will be responsible for student assignments.

When students and/or parents return devices, there will also be a sign-in form that indicates that the equipment was returned to the lending program inventory.

The district's strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **228-903**

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD will purchase all required insurance and warranty required on the equipment for the technology lending equipment according to local policy. The district will also configure a tracking system to locate individual devices.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will develop a *Technology Lending Agreement* that will be mandatory. The document will incorporate our existing Responsible Used Policy and responsible use of the Internet requirements. The agreement will require student, parent and staff signatures at both the sign out and sign in phase.

The agreement will address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement will incorporate the district's existing *Responsible Use Policy* by reference. The Technology Lending Agreement will verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: